

**Critical Thinking Dispositions and
Problem Solving Abilities Among
Nursing Students**

Thesis

*Submitted for Partial Fulfillment of Master Degree
in Nursing Science (Nursing Administration)*

By

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**Faculty of Nursing
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Dr. Rabaa Ali El Sayd

Dedication

I would like to dedicate this thesis to

My Parents

My Husband

My Children

My Brothers & My Sisters

*For their love, care, support and encouragement
that allowed me to accomplish this work,*

Rabaa Ali El Sayd

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LIST OF ABBREVIATIONS

<i>Abb.</i>	<i>Meaning</i>
AD	Associate Degree
BNS	Baccalaureate Nursing Student
CATS	Classroom Assessment Techniques
CBL	Case -Based Learning
CTDS	Critical Thinking Dispositions
CTSS	Critical Thinking Skills
NLN	National League for Nursing
NLNAC	National League for Nursing Accreditation Commission
PEMDAS	Parentheses, Exponents, Multiplication, Division, Addition, and Subtraction
CT	Critical Thinking

Critical Thinking Dispositions and Problem Solving Abilities Among Nursing Students

Abstract

Background: Critical thinking has now been accepted as the fundamental component of every education system. **Aim:** This study aimed to assess the relationship between critical thinking dispositions and Problem solving abilities among Nursing students. **Design:** A descriptive cross sectional correlational research design was used. **Setting:** The study was conducted at faculty of nursing El-fayoum University. **Subjects:** Included 434 nursing students. **Tool of data collection:** Data were collected by using two tools : A california critical thinking disposition inventory scale and problem solving questionnaire. **Results:** Highly mean score of the undergraduate nursing students (45.86) regarding truth seeking and low mean score regarding cognitive maturity (32.72). Highly mean score (49.25) regarding approach avoidance style and low mean score regarding personal control (12.98). **Conclusion:** There were statistically significant positive correlation between total critical thinking dispositions and total problem solving abilities among faculty nursing students. **Recommendations:** Faculties should provide student with orientation about importance of critical thinking and problem solving to meet the nursing challenges and future demands.

Keywords: Critical Thinking Dispositions- Problem Solving Abilities- Nursing Students

Introduction

Our ever-changing and challenging world requires students, our future citizens to go beyond the building of their knowledge capacity; they need to develop their higher order thinking skills, such as critical thinking, decision making, and problem-solving. The rapid change and transformation in the nature of information requires changes in the workforce profile, to equip individuals with skills to conduct research, use and transform information, think critically and reflectively, and make higher order decisions is needed to survive in this competitive world for societies (**Sendag and Odabağ, 2014**).

Accordingly, qualities such as being able to think critically and to express one's thoughts, communicate effectively, make conscious choices, have the power of judgments and ability to make comparisons among the qualities that individuals should have in today's information society (**Ozden, 2014**).

Thinking is the process by which individuals find meaning in the world that they inhabit. Thinking defined as "obtaining a different thing from current knowledge and going beyond the current knowledge." Thinking skills, however, constitute critical thinking, problem-solving,

reading comprehension, writing, scientific thinking, creative thinking, and creative problem solving (**Özden, 2014**).

Critical thinking, one of the skills associated with thinking, is the evaluation of our own and others' ideas with no prejudices. It is concerned with how we think rather than what we think (**Mulnix, 2012**). It is a higher order thinking skill and it has properties such as analyzing, evaluating, being reasonable and thinking deeply, which all enable the individual to make judgments about the world. Critical thinking is thinking which helps in solving problems and making judgments, thus, an important dimension of critical thinking is problem solving (**Tapper, 2014**).

Critical thinking in nursing is skill and ability to use, use of risk taking creativity to make a decision and knowledge as a result, analysis and synthesis that, evaluation, to acquire, information search, to develop thinking, as an individual aware of his own thinking. Nursing students are visual barriers critical thinking, often react without thinking, cause and effect relationship does not install, perception difficulties, not being flexible, as a waste of time to think. Critical thinking is to be important educational programs important prepared of the

implementation and evaluation. Critical thinking and learning are interrelated; one must think to gain knowledge. To be able to add to the depth and breadth of an individual's knowledge, the individual must become more aware of the cognitive processes (**Özkahraman and Yildirim, 2011**).

A more comprehensive view of critical thinking refers to as a disposition, to describe an individual's inclination to use critical thinking when faced with problems to solve, ideas to evaluate, or decisions to make (**Jeevanantham, 2012**). Dispositions identified in the critical thinking literature include “tolerating ambiguity, willing to suspend judgment, being open-minded, inquisitive, and sensitive to other ideas; in short, a willingness to engage in sustained critical thinking” (**McBride, Xiang, and Wittenburg, 2014**).

The disposition toward critical thinking refers to “the likelihood that one will approach problem framing or problem solving by using reasoning. A disposition toward critical thinking is a necessary pre-condition for critical thinking and an integral part of the critical thinking capability (**Giancarlo and Facione, 2013**).

Problem-solving is the process by which an individual overcomes the hurdles encountered in attaining the target. It is what you do when you don't know what to do". Problem-solving skills, however, are shaped in accordance with the beliefs and expectations about one's problem-solving skills because coping with environment and problems occur through one's problem-solving capacity. The individual's self-evaluation of the ability to cope with problems effectively is extremely important in this respect (**Temel and Morgil, 2012**).

Thus, individuals with positive perceptions of their problem-solving ability might also be much better at problem-solving than those with negative perceptions of their problem solving ability identified that perception of problem-solving ability plays a central role in the way an individual perceives and experiences different aspects of dealing with problem (**Sulaiman, 2013**).

Problem solving and critical thinking refers to the ability to use knowledge, facts, and data to effectively solve problems. This doesn't mean you need to have an immediate answer, it means you have to be able to think on your feet, assess problems and find solutions. The ability to develop a well thought out solution within a reasonable time frame (**Hill et al., 2006**).